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our way

Richard W. Burkhardt — Ann G. Mc Guinness

illustrated by Clare McKinley

Benefic Press

Chicago



HOME ENVIRONMENT SERIES

OUR WAY

OUR FAMILY

OUR HOME AND SCHOOL

OUR NEIGHBORHOOD

OUR COMMUNITY

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Curriculum
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Get Up, Jack

Get up, Jack.

Get up now.



I will, Mother.
I will get up.



Jack Helps Mother

I am big.
See what I can do.

I can help Mother.
Get up, Jimmy.
Get up now.



I help Mother this way.
Look at me, Baby.
See the way I help.





Look at Dipper.
Dipper helps Mother, too.

To School

We go to school.
We like school.
It is fun.



We have a good school.
We have a big school.





Here is Miss Worth.
We like you, Miss Worth.
See what I have.

How good, Tom.
I like it.





We Help at School

We can help at school.
Mary will help.
Jack will help.
Tom will help.

We like to help at school.
See how we help.
Miss Worth likes to help, too.
See Miss Worth help.



See what we do.
We have fun.
We like to do this.





It is good to help.
We like to help.
We like to do this.



In the School

Miss Worth, can we see the school?
We want to see it.
We like the school.

Come, Jack.
Come, Tom.
We will look.
We will see the school.





Now we will go.
We will see the school.
We will see Mr. Little.



Look! Look!
Look at Tom.
Tom is big.

Now we can see.
Come this way!
See what is here.





Look, Miss Worth.
Look here.
See this.
We like the school.



We Go to See

Look, Mr. Little, look!
We want to go.

See us go.
See how big we are.
We look and look.





Now we can look.
Now we can see.
This is fun.

We are in the school.
See us now.
We will do this.



Now, see what we do.
We like what we do.
It is fun.





Look! Look!
We want you to see.
Look at this!

Come to See

See us now.
We will do this.
Look at us!





Come to see.
We want you to come.
We want you to see.

Come! Come!
You will like this.
This is fun!





Good! Good!
See this!
We like it.



We Play at School

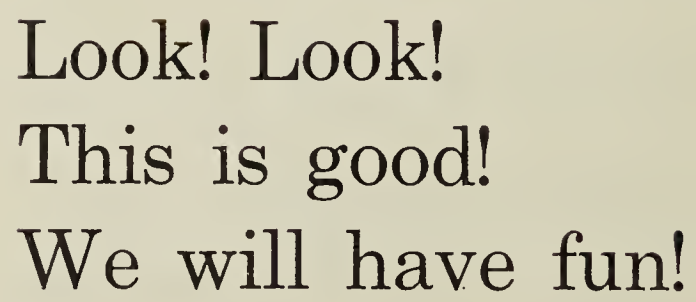
Look at me!

See this!

Look here, Jack!



Look, Tom!
Look, Jane!
You will like this.



[illegible]



We Play at Home

Now we will go home.
Tom will go home.
Jack will go home.
Jane will go home.

We are big.
We look and see.





See, Mother.
See this.
School is fun.



See, Daddy!
See how we play.
See how we have fun!

Vocabulary

OUR WAY, Pre-Primer Level in the *Home Environment Series*, is planned to present a minimum number of new words to children who are reading on the pre-primer level. The total number of different words (excluding titles and proper names) is 43. Thirty-two words are at pre-primer level and are shown in roman type. Eleven words are at primer level and are shown in italic type. Words are listed on the page where they first appear.

6	<i>get</i>	11	too	19		31
	<i>now</i>					
	up	12	<i>fun</i>	20	in	32
			go		want	
7	I		is			33
	Mother		it	21	come	
	will		like	22		34
			<i>school</i>			
8	am		to	23		35
	big		we			
	can			24		36 play
	<i>do</i>	13	a			
	<i>helps</i>		good	25		37
	see		have			
	what			26		38
		14	here			
9			you	27	and	39
					are	
10	<i>at</i>	15	<i>how</i>		<i>us</i>	40 <i>home</i>
	baby					
	look	16		28		41
	me					
	the	17		29		42
	this					
	<i>way</i>	18		30		43

Notes and Suggestions

OUR WAY, the pre-primer book in the Home Environment Series, is planned to help children in their transition from home to school.

Good patterns for living together at home and school are part of all the activities dramatized in OUR WAY. There is stimulation to think about work and play shared with others. Vocabulary grows as the children talk over the activities. The book thus becomes a source of ideas and information. It will be doubly helpful as a teaching aid if, whenever possible, the same or a similar activity in the classroom is used to parallel the one shown in the book. New ideas can be expressed in storytelling, art, and simple dramatization.

GET UP, JACK, PAGES 6-7

Main Ideas: The first day of school is a time of excitement for all children. We can prepare for school by getting enough rest, getting our clothes ready the night before, waking early.

' The children will want to talk about how Jack prepared for school. Encourage them to tell about their own first day at school, how they felt, what they did, and about the new friends they made there.

Evaluation: The children should realize that going to school for the first time is an experience all children must face, and that it can be a pleasant experience.

JACK HELPS MOTHER, PAGES 8-11

Main Ideas: Each member of the family helps in his own way.

The children can discuss how Jack helped by picking up his own clothes, brushing his hair, setting the table for Mother.

Evaluation: When everybody helps, family living is made pleasant.

TO SCHOOL, PAGES 12-15

Main Ideas: Beginning school is a happy experience. The patrol boy helps guard our safety.

Encourage the children to talk about their own classroom. How is it like the one in the book? How is it different? How are the children in the story acting and feeling on the first day of school?

Evaluation: The children should begin to see that many people have worked to make school a safe, attractive place for girls and boys.

WE HELP AT SCHOOL, PAGES 16-19

Main Ideas: Living in a group at school means that everyone must co-operate. At school and at home, we share work and play.

Ask the children to tell how Jack and Mary and Tom helped. If room tasks have not been shared in your classroom, this may be a good time to arrange a schedule.

Evaluation: Sharing work and play at school means more fun for everyone.

IN THE SCHOOL, PAGES 20-25

Main Ideas: We make plans and then we work together to carry out the plans. Many people work to make school a safe, healthy place for everyone.

Help the children notice how the girls and boys in the story act and what they observe at each stop as they explore their school. Lead pupils to note how the children are thoughtful of each other.

If possible, plan a similar trip through your own school. The children in Miss Worth's room describe their trip in pictures. Perhaps the pupils in your room may prefer to make a scrapbook, using their own drawings and dictated stories.

Evaluation: Getting acquainted with his school gives a little child a feeling of security as he becomes familiar with his surroundings and knows the people he can depend upon for help.

WE GO TO SEE, PAGES 26-31

Main Ideas: The neighborhood outside our school is full of interest for all of us. To have a good time, we must make plans and then co-operate to carry them out. When we obey safety and health rules, we show that we are growing up.

Encourage the children to tell how Miss Worth's class got ready for their trip, what they did on the trip, and what they saw. The children may want to compare the neighborhood in the story with the neighborhood around their own school. How are they alike? How do they differ?

Evaluation: A trip like this is valuable in social studies because it helps the child see himself in relation to his surroundings and other people. It develops standards of conduct, and provides for growth in observation and responsible behavior.

COME TO SEE, PAGES 32-35

Main Ideas: Knowing and observing safety rules is important to everyone. Pupils can take part in planning a program for school. Sharing with others means more fun for all.

Lead the children to talk about how Miss Worth's class dramatized safety rules. Your pupils may want to plan a safety program of their own, and invite another class to see it. They can learn much about working together as they make plans, extend an invitation, prepare for guests, and give their program.

Evaluation: Children should learn that it is not enough to know safety rules; safety rules must be practiced daily. By sharing fun with guests, we help others to have a good time and have a good time ourselves.

WE PLAY AT SCHOOL, PAGES 36-39

Main Ideas: Celebrating special days gives children still another chance to find success in well-made plans and thoughtfulness for others. We have fun when we celebrate holidays together.

The children will want to talk about Hallowe'en and how Miss Worth's class had fun. They may want to make Hallowe'en masks and costumes of their own. If it is possible to have a Hallowe'en party in your room, this is a good way to teach the children that school is a place for fun as well as work.

Evaluation: When adults join in holiday fun, girls and boys discover that there are good times everyone, young and old, can share.

WE PLAY AT HOME, PAGES 40-43

Main Ideas: We have fun when we share our good times at school with our parents and brothers and sisters at home. Even when we are in a hurry, we must remember and obey safety rules.

Some of the fun of a party is talking about it later. For children of this age, home and school are close together. The children may want to tell how they have fun at home with their families. They may enjoy dramatizing the way Jack and Jimmy surprised their father and acting it out in the classroom.

Evaluation: Close co-operation between home and school reassures children and encourages them in their efforts to fit into the social world.



Looking Ahead: In OUR WAY, children made their first adjustment to a full school day. They learned to work and play together, to share their teacher's attention, and to recognize adults who are ready to help them. In OUR FAMILY, the primer in the Home Environment Series, attention is centered on the unit basic to our way of living and most intimately involving children.

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